

# Montana's English Language Learners Guidance for School Districts

Introduction to a new resource for  
school districts



# Introduction: English Language Learners in Montana

# English Language Learners in Montana

English Language Learners in Montana who are born in the United States include:

- o Hutterite children who learn German as their first language,
- o American Indian children who are impacted by the heritage language of their family and/or community such as Crow or Blackfoot,
- o American-born children of immigrants who learn their native language in the home from their parents or guardians.

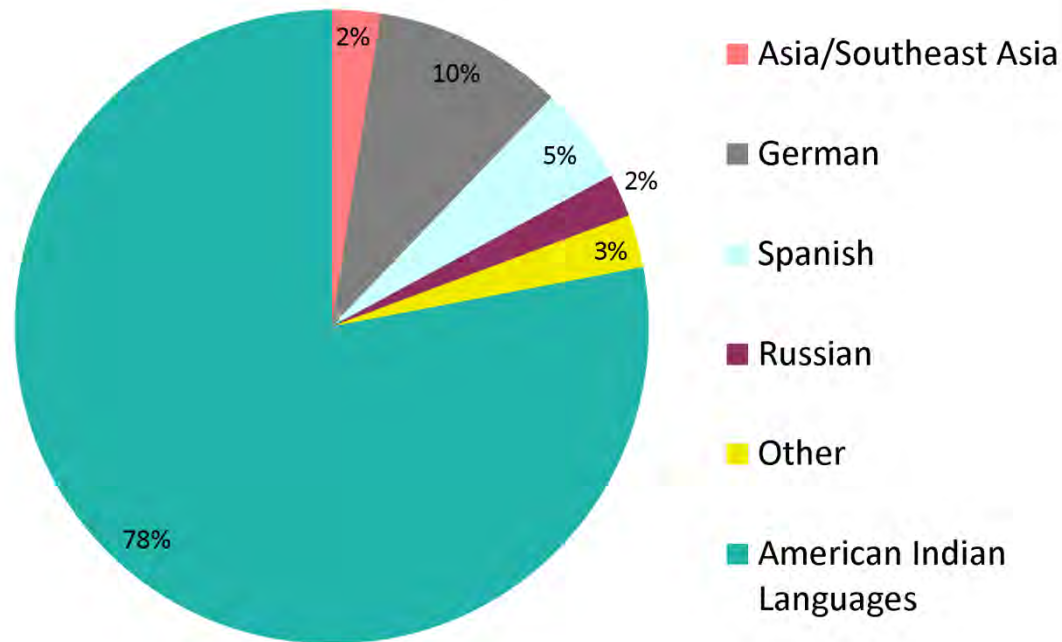
English Language Learners in Montana who are born internationally include:

- o Children who come to the United States with their parents or alone (as immigrants, as children of international professors and students at the university level, as migrant workers, as international exchange students\* and as refugees)
- o Children who are adopted internationally by American parents.



# The Languages of Montana's ELLs

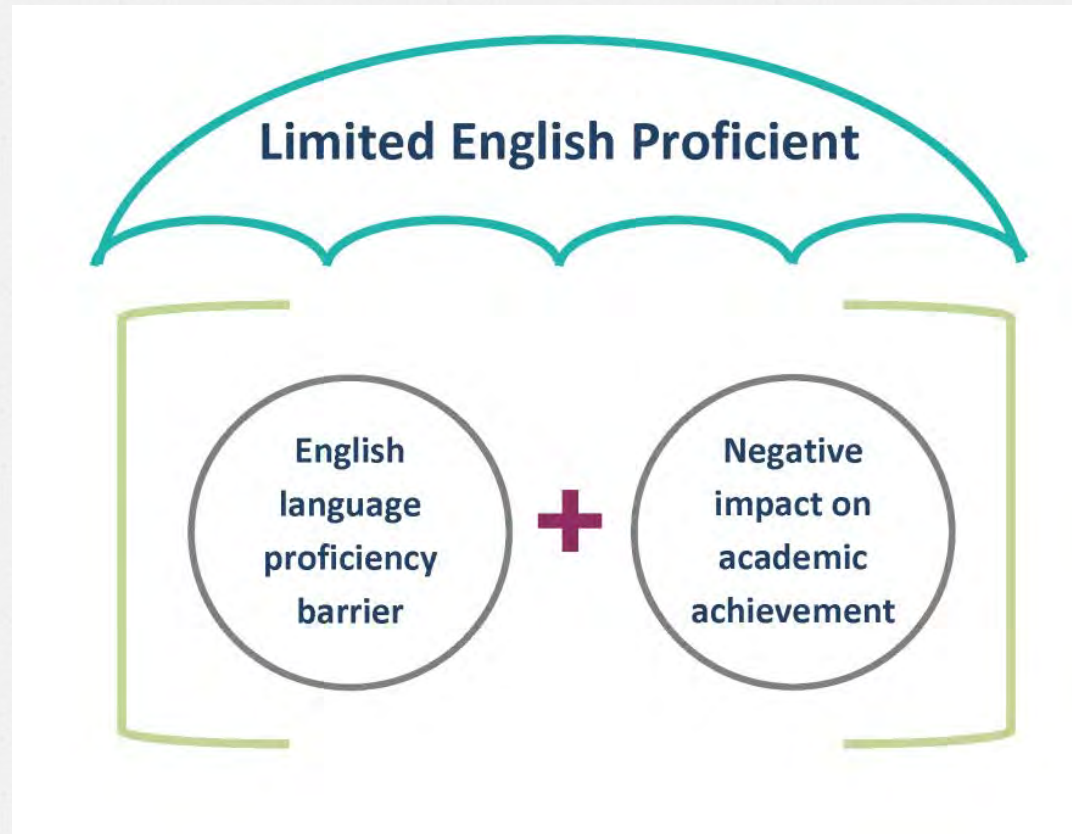
Montana's English Language Learners (2012)





# Criteria for Identification of Limited English Proficiency

# CRITERIA FOR IDENTIFICATION OF LIMITED ENGLISH PROFICIENCY







# Responsibilities of School Districts

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- ***Identify students who are eligible for language assistance***
- ***Provide a program of instruction that has a reasonable chance of success***
- ***Assess English proficiency annually***
- ***notify parents of placement and progress***

## ○ The WHY:

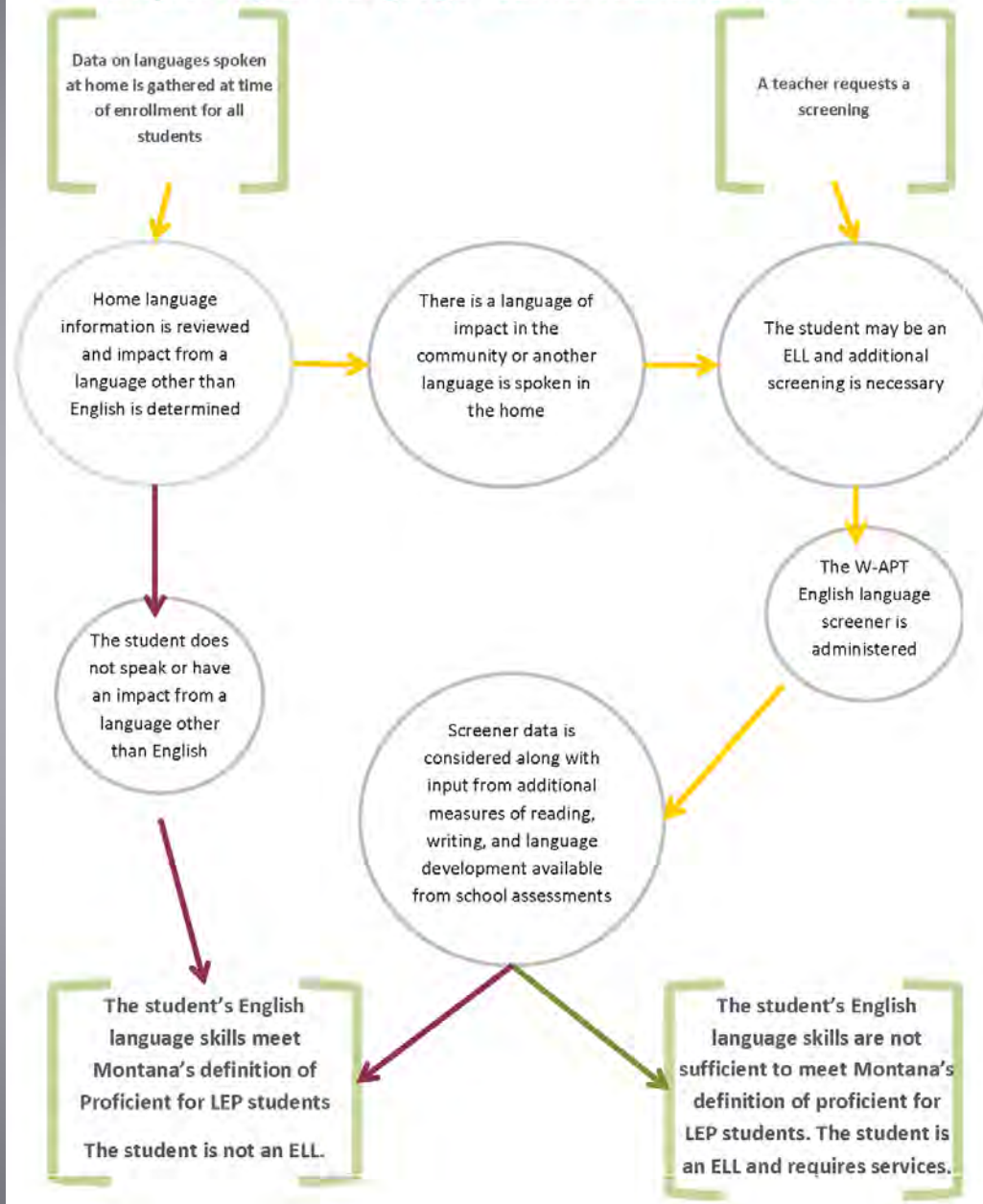
- Title VI of the Civil Rights Act of 1964
  - Prohibits discrimination on the basis of race, color, or national origin.
- Lau v. Nichols (1974)
  - US supreme court affirmed the Department of Education memorandum of May 25, 1970.
  - Directed schools to take steps to help LEP students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.



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# Identification

## Sample: English Learner Identification Process



## ADMINISTER THE K W-APT SCREENER

Interpreting the results of the W-APT screener for entering kindergarteners

Is the student's raw score for listening & speaking 25 or higher?

If no

Is the student's raw score for listening & speaking between 19 & 25?

If yes

Consider other assessment data (e.g. other content & skill assessments) before determining eligibility

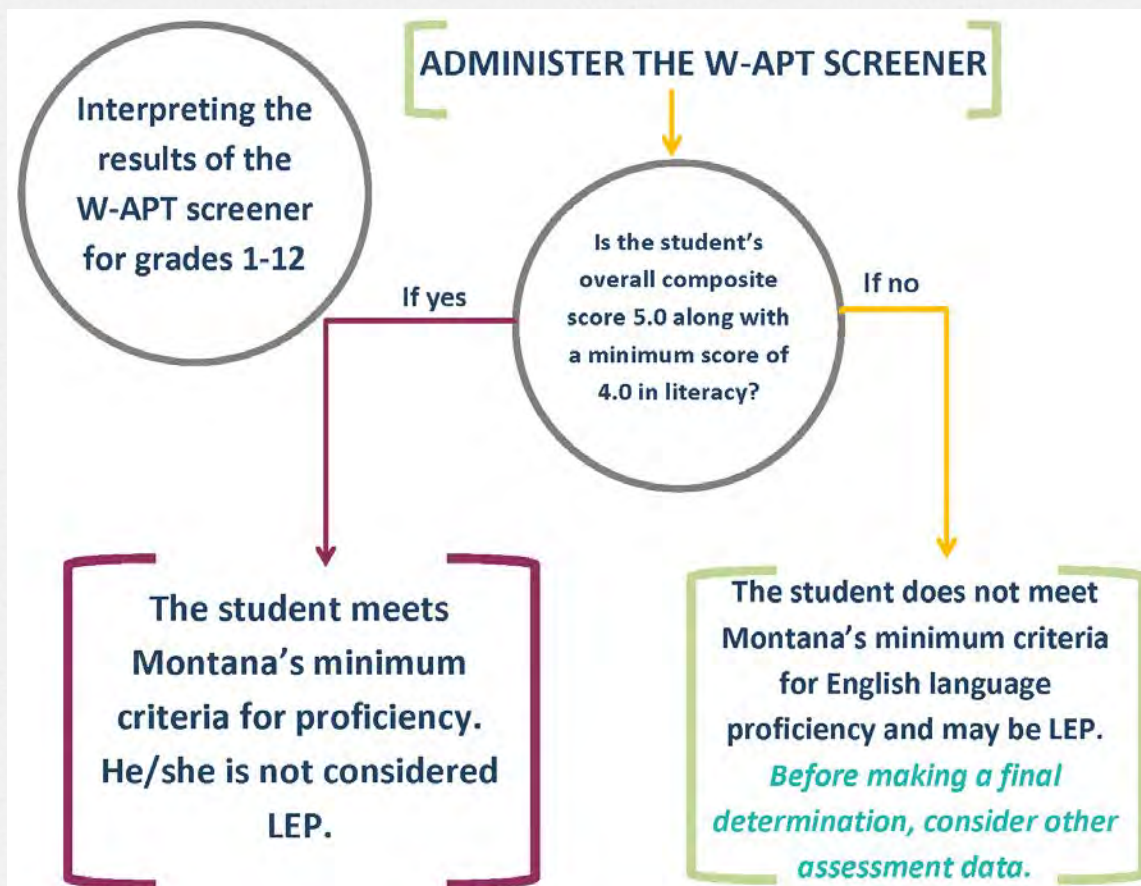
If no

The student meets Montana's minimum criteria for proficiency. The student is not considered LEP.

The student does not meet Montana's minimum criteria for English language proficiency. The student is LEP and is eligible for services.



# Interpreting the grade 1-12 W-APT results





# Program Placement and Options

Under federal law, school districts must provide a program of instruction to English Language Learners in their schools

Sheltered  
English

Structured  
English  
Immersion

Language  
Development

ESL Push In

Two Way  
Bilingual

Heritage  
Language  
Program





# Assessment

Under federal law, all districts are required to assess the English proficiency of English language learners annually.

ACCESS for ELLs, Alternate  
ACCESS for ELLs

Required Training for Test  
Administrators

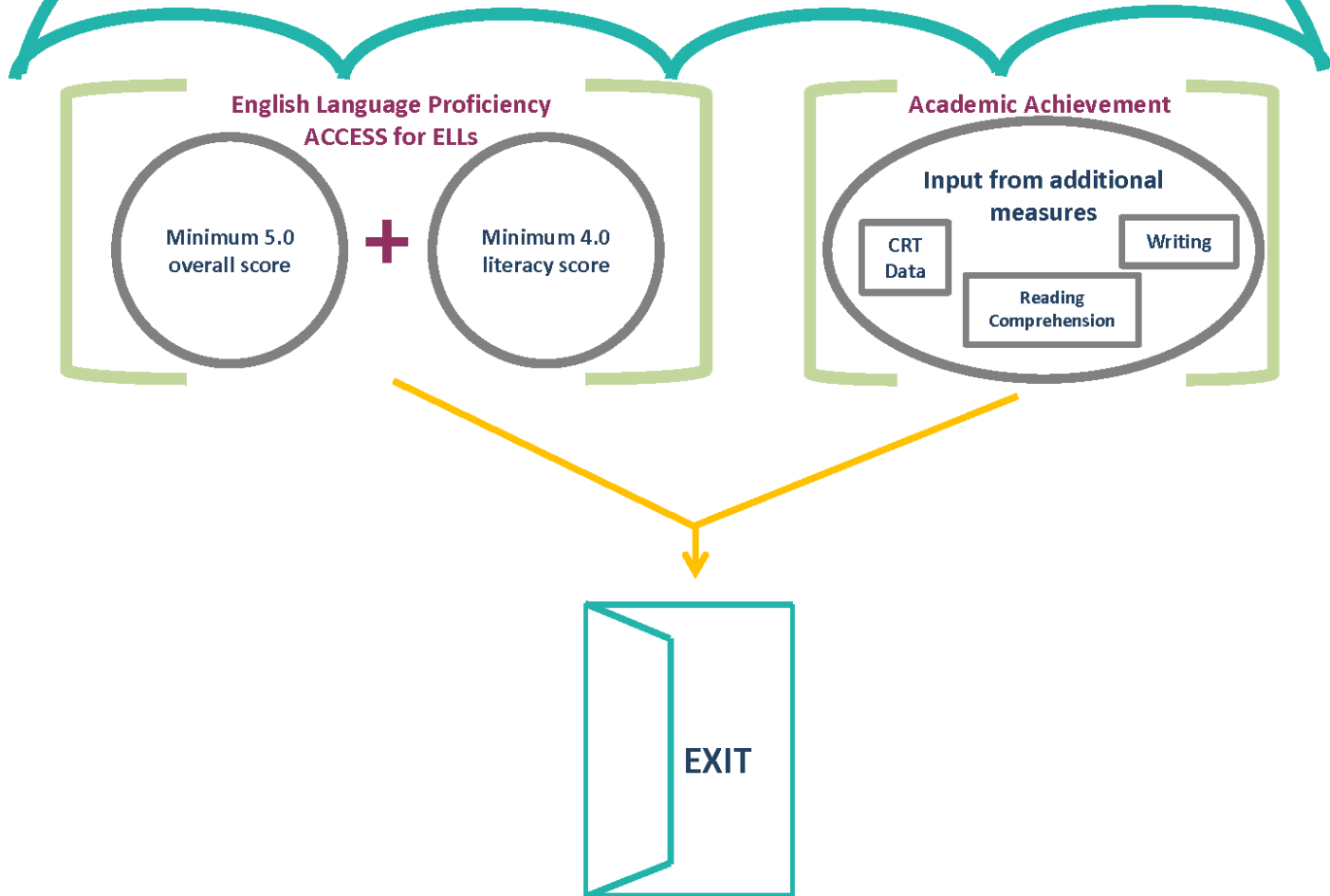
Scoring and Reporting



# Proficiency Criteria and Exit Process



# Montana's Definition of Proficient for LEP students



# Access for ELLs Results Report



## *ACCESS for ELLs*® English Language Proficiency Test Teacher Report

|                           |         |                          |                                   |              |
|---------------------------|---------|--------------------------|-----------------------------------|--------------|
| District: Sample District |         |                          | Student: Last Name, First Name MI |              |
| School: Sample School     |         |                          | State ID: 123456789               | District ID: |
| Grade: 4                  | Tier: C | Grade Level Cluster: 3-5 | Birth Date: 10/31/97              |              |

**Report Purpose:** This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the *ACCESS for ELLs*® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at [www.wida.us](http://www.wida.us) for more detailed information.

### *Student's level of English proficiency by language domains*

| Language Domain                        | Scale Score<br>(Possible 100 - 600) | Confidence Band<br>See Interpretive Summary for definitions |     |               |               |     |     | Proficiency Level<br>(Possible 1.0 - 6.0) |
|--|-------------------------------------|---|-----|---------------|---------------|-----|-----|---|
|  |                                     | 100   | 200 | 300           | 400           | 500 | 600 |   |
| Listening                              | 401                                 |   |     |               | 390   ♦   410 |     |     | 6.0                                       |
| Speaking                               | 400                                 |   |     |               | 395   ♦   420 |     |     | 6.0                                       |
| Reading                                | 387                                 |   |     |               | 340   ♦   410 |     |     | 6.0                                       |
| Writing                                | 331                                 |   |     | 310   ♦   360 |               |     |     | 3.4                                       |
| Oral Language <sup>A</sup>             | 401                                 |   |     |               | 390   ♦   410 |     |     | 6.0                                       |
| Literacy <sup>B</sup>                  | 359                                 |   |     | 340   ♦   395 |               |     |     | 4.4                                       |
| Comprehension <sup>C</sup>             | 391                                 |   |     | 370   ♦   400 |               |     |     | 6.0                                       |
| Overall Score <sup>D</sup> (Composite) | 371                                 |   |     | 347   ♦   392 |               |     |     | 5.0                                       |

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed



# Reporting, Parental Notification



# Reporting Requirements

**ID LEP  
students  
within 30  
Days of  
enrollment**

**Maintain  
accurate  
data in AIM**

**Review  
Results of  
ACCESS  
for ELLS  
within 60  
days**

- June 30  
Deadline for  
Exit

## **Title III**

- Identify  
students who  
received  
services in  
AIM
- AMAO

# Parental Notification: Under federal law, all districts are required to notify parents of the instructional placements of all ELL students in their schools

Within 30 days of enrollment beginning of year/2 weeks for mid year enrollment

Reasons for ID

Level of ELP/Academic Achievement/Assessed How?

Methods of Instruction in ELP program

How program will help meet ELP and Academic needs

Exit Criteria

Info about parental rights to withdraw, decline, choose program, information on types of programs

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# Appendices

Home Language Survey Samples

Parent Language Questionnaire

Language Observation Checklist

WIDA performance definitions

Stages of Second Language Acquisition

Suggested Interventions

SIOP and CALLA Strategies

Sample Parent Notification Letter

Criteria for ID document





# Toolkit for Montana Districts

PD Resources, Articles, Organizations, Resources

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